DOCUMENT RESUME

ED 261 104 UD 024 395

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TITLE Black History and Culture. Ideas and Activities for Studying.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE 85
NOTE 40p.; Prepared by the Central Regional Education Center, Knightdale, NC.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Historical Materials (060)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Black Achievement; *Black Culture; *Black History; *Business; Cultural Education; Curriculum Guides; Elementary Secondary Education; Learning Activities; *Music; *Politics

ABSTRACT

This booklet contains information, ideas, and activities to help schools celebrate Black History Week. It is devoted to black achievements in the areas of music, politics, and business with the intention of developing respect for, awareness of, and a sense of the relationship between past and present events in the history of black Americans. There are sections on general black achievements, achievements in music, achievements in politics, and achievements in business. Each section includes facts about important people and events in that field, suggested activities for teachers to initiate in the classroom, and a bibliography. There is also a selection of excerpts from speeches by outstanding orators and champions of equal rights which, it is suggested, students should discuss. The final section is a set of quizzes concerning famous black individuals and black events. The booklet includes listings of birth dates of notable blacks and of magazines, periodicals, and newspapers written for black audiences. (CG)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOREWORD

Black Americans have made numerous contributions and accomplished many significant achievements in American history. February has traditionally been set aside as a month to recognize these contributions and achievements.

This booklet contains information, ideas and activities to help the schools celebrate Black History Week. We hope teachers will take these ideas and activities as a beginning point and add to them. If you have suggestions to make on this publication send them to Roland Staton, Coordinator of Social Studies, Central Regional Education Center, P.O. Box 549, Knightdale, NC 27545.

We appreciate the work done on this publication by Mr. Staton, Rhonda Carlyle, Vicki Puckett and Mattie Etha Smith.

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PREFACE

This publication on black history and culture is devoted to Afro-American achievements in music, politics and business because of a need for students to develop respect, awareness and an understanding of the relationship between past and present events in the history of black Americans. Through music, blacks were able to retain cultural continuity and identity. Since music has been the primary historical link between Africans and black Americans and a distinctive black music has been retained in spite of economic and social disparities, the publication highlights achievements in this area. Politics as a means of ensuring respect for diverse social, cultural and ethnic groups as well as its inherent relationship to economic and social conditions make it an important issue. In business, blacks are now moving into the mainstream of American entrepreneurship. More widespread knowledge about the economic environment in which blacks have functioned will promote respect for and knowledge of black business achievements.

Ways of intergrating instruction in these areas into traditional curricula include development of multiethnic curricula, and special small-group projects and independent projects. The materials enclosed herein will provide curriculum direction to some school units and supplemental multiethnic curriculum to others, not only during Black History Month but throughout the school year. Identification of black achievements in the areas listed above and development of curriculum activities for use in the classroom will foster more respect for and knowledge about black social, economic and political life as it relates to other cultures.

Black History Month

February is Black History Month, during which people are encouraged to think about many contributions Afro-Americans have made to our Nation. In 1926 Carter G. Woodson, a black historian, established Negro History Week, which became an annual celebration during which not only blacks but members of many other racial and ethnic groups were recognized for their contributions to making America what it is today. The name was changed to Black History Week in order to reflect the increasing racial awareness of blacks throughout the 1960's. In 1976, Woodson's organization, the Association for the Study of Afro-American Life and History, extended the celebration to a full month. The Association has designed this month as National Afro-American History Month to reflect the historical and cultural heritage which originated in Africa and continued in the United States.

BIRTH DATES OF NOTABLE AFRO-AMERICANS

DATE		INDIVIDUAL	ACHIEVEMENTS
January	5	George Washington Carver (1864-1943)	Chemist, developer of many products from the peanut and sweet potato
	9	Earl Graves (1935-present)	Business executive, publisher
	10	Dean C. Dixon (1915-1974)	Classical music conductor, musician
	15	Martin Luther King, Jr. (1929-1968)	Nobel Peace Prize winner, civil rights martyr
	18	Dr. Daniel Hale Williams (1858-1931)	Surgeon, performed first open heart surgery
February	2	Langston Hughes (1902-1967)	Historian, poet
	4	Rosa Parks (1913-	Refused to give up bus seat for a white patron in Montgomery, Alabama. Incident gave rise to civil rights movement and projected Dr. Martin L. King, Jr. into national prominence
	14	Frederick Douglass (1817-1895)	Abolitionist, author, orator
	14	Richard Allen (1760-1831)	Founder of African Methodist Movement
March	5	Crispus Attucks (?-1770)	First to die in the cause of the American Revolution in Boston
	10	Harriet Tubman (1820-1913)	Activist, underground railroad leader
	14	Quincy Jones (1933-present)	Jazz composer, arranger and producer

DATE		INDIVIDUAL	ACHIEVEMENTS
March	20	Jan Matzelinger (1852-1887)	Scientist, inventor of shoe-lasting machine
	23	Arthur Eve (1933-present)	Politician, New York State Assemblyman, Deputy Speaker
April	5	Booker T. Washington (1856-1915)	Educator, activist
	9	Paul Robeson (1898-1976)	Lawyer, actor, singer
	23	Granville T. Woods (1856-1910)	Scientist, inventor of steam boiler furnace and over 15 devises for telegraph and electrical equipment
	25	Ella Fitzgerald (1918-present)	Jazz singer, entertainer
	27	Basil A. Paterson (1926-present)	Politician; New York Secretary of State; New York State Senator; Vice-Chairman, Democratic National Committee
	29	Duke Ellington (1899-1974)	Jazz composer and arranger, known for his contributions to black art and music
May	2	Elijah McCoy (1844-1928)	Scientist, inventor of lubricating machinery, has 57 other patents
	3	Charles R. Drew (1904-1950)	Scientist, "Father of Blood Plasma"
	18	Norbert Rillieux (1806-1894)	Scientist, inventor of sugar-refining process
	19	Malcolm X (1925-1966)	Civil Rights martyr, nationalist
June	11	Charles B. Rangel (1930-present)	Politician, United States Congressman, New York State Assemblyman
	17	James Weldon Johnson (1871-1938)	Poet; composer; lawyer; author; collaborated to write the black national anthem, "Lift Every Voice and Sing"

DATE		INDIVIDUAL	ACHIEVEMENT
June	20	Andre Watts (1946-present)	Concert pianist
	21	Henry O. Tanner (1859-1937)	Painter
	27	Paul L. Dunbar (1872-1908)	Author, poet
July	11	Mary McLeod Bethune (1875-1955)	Educator, presidential advisor
	24	Charles S. Johnson (1893-1956)	Educator, scholar
August	7	Ralph J. Bunche (1904-1971)	Scholar, Nobel Peace Prize Winner
	8	Matthew A. Henson (1866-1955)	Explorer, planted United States flag on North Pole
	14	Ernest Everett Just (1883-1941)	Scientist, marine biologist
	17	Marcus Garvey (1887-1940)	Activist, nationalist
September	1	Hiram R. Revels (1822-1901)	Politician, first Afro-American Senator
	2	James Forten (1776-1842)	Inventor, abolitionist
	12	Prince Hall (1748-1807)	Founded black Masons social organization
	12	Jesse Owens (1913-1980)	Athlete, olympic star
	13	John Henry (most believe mid-1800's)	Legendary figure who won a steel-driving contest against a machine
	13	Alain Leroy Locke (1886-1954)	Scholar, philosopher, author
	14	Constance Baker Motley (1921-present)	Politician, New York State Judge, Manhattan Borough President, New York State Senator
	24	E. Franklin Frazier (1894-1951)	Scholar, author

DATE		INDIVIDUAL	ACHIEVEMENT
October	3	Mahalia Jackson (1912-present)	Gospel singer, known as the "Queen of Gospel Singers"
	10	R. Nathaniel Dett (1822-1943)	Pianist, composer
	10	Richard Gidron (1938-present)	Business executive, auto sales and service dealer
	10	Thelonius Monk (1918-1982)	Jazz composer and pianist
	17	Carl McCall (1936-present)	Politician, candidate for New York State Lieutenant Governor, Ambassador to the United Nations, New York State Senator, businessman, minister
November	9	Benjamin Banneker (1731-1806)	Scientist, astronomer, engineer
	11	Albert Vann (1935-present)	Politician, New York State Assemblyman, Chairman of Black and Puerto Rican Caucus
	16	W. C. Handy (1873-1958)	Composer, "Father of the Blues"
	20	Percy E. Sutton (1920-present)	Business executive, politician, Chairman of Inner City Broadcasting, Manhattan Borough President, New York State Assembly
	30	Shirley Chisholm (1924-present)	Politician, United States Congresswoman, first black female elected to Congress
December	1	Harry T. Burleigh (1866-1949)	Composer
	6	Theodore K. Lawless (1892-1971)	Dermatologist
	15	William T. Hinton (1883-1959)	Bacteriologist, developer of Hinton test for syphilis

DATE	INDIVIDUAL	ACHIEVEMENTS
December 19	Carter G. Woodson (1875-1950)	Historian, founder of the Association for the Study of Afro-American Life, and initiator of Negro History Week

General Afro-American Achievements

Objective: To provide general information regarding the many achievements of blacks to American society.

Did You Know?

Jean Baptiste Pointe DuSable (1745-1818), a black man, built a fur trading post on the Chicago River, He once remarked, "The first white man to come to Chicago was a Negro." This area is now the City of Chicago.

The first black to serve as a diplomat from the United States was Ebenezar D. Bassett (1833-1908).

In 1845 Macon B. Allen and Robert Morris, Jr. were the first blacks to pass the Bar examination in Boston, Massachusetts and to practice law in the United States.

Dr. Carolina Virginia Anderson (1848-?) was a pioneer in the field of medicine. She was refused an internship at the Boston New England Hospital for Women and Children, but later was accepted by unanimous decision of its Board of Directors.

Phillis Wheatley (1753-1784), author of the first book by an American black and second book by an American woman, was born in Senegal, Africa.

Ida B. Wells (1869-1931) was a staunch civil rights fighter in the south and one of the co-founders of the National Association for the Advancement of Colored People (NAACP).

In 1879 Mary Eliza Mahoney became the first black in America to receive a diploma in Nursing. She received her diploma from the New England Hospital for Women and Children in Boston, Massachusetts. As a community activist, she was one of the first women to vote in Boston in 1921.

J. Rosamond Johnson collaborated with his brother James Weldon Johnson to write music to the Black National Anthem, "Lift Every Voice and Sing."

Kwanza is an Afro-American celebration based upon African festivals characteristically held to mark the Harvest and start of a new planting season. It is celebrated each year from December 26th through January 1st as a substitute for or in addition to Christmas.

Thurgood Marshall, noted attorney, was appointed the first black Solicitor General in 1965. In 1967 he became the first black United States Supreme Court Justice. Justice Marshall still serves today.

In 1982 Lieutenant General Roscoe Robinson, Jr., a decorated veteran of the Korean and Vietnam Wars, became the Army's first black four-star general. He is the second black to reach four-star rank, behind Air Force General Daniel (Chappie) James, Jr.

On Tuesday, December 21, 1982, the United States Congress approved the establishment of a statue of Dr. Martin Luther King, Jr. The statue will be located in the Capitol. Dr. King will be the first black person to be represented among the building's statues.

Instructional Activities:

Define the term abolitionist. Have the students bring in pictures of abolitionists. Develop and show slides of abolitionists and tell their stories. (E) (S)

Assign students to research some of the 57 known patents that Elijah McCoy received for his inventions. Ask students to bring in pictures of his inventions and discuss or tell about the importance of each to the American Industrial Revolution. Check his inventions with the United States Bureau of Patents. Integrate this activity with your language arts program. (S)

Have students research, report and discuss the contributions of the following black physicians: Ulysses Grant Dailey, Martin R. Delany and George Cleveland Hall. Enlist the assistance of your guidance counselors to come in and discuss the field of medicine. (S)

Tell students about the contributions of such physicians as Charles Drew and Daniel Hale Williams. Discuss the importance of their contributions to the field of medicine and relate their contributions to current medical technology. (E) (S)

Define the word "insurrectionist" and the terms "antislavery leaders" and "underground leaders." Have students research, analyze and role play the antislavery leaders vis-a-vis insurrectionist and underground railroad agents. (S)

Antislavery Leader	Insurrectionist	Underground Railroad Agents
Samuel Cornish	Joseph Cinque	Josiah Henson
Frederick Douglass	Gabriel Prosser	Davis Ruggles
James Forten	Nat Turner	William Still
Henry Highland Garnet	Denmark Vesey	Harriet Tubman
John Russwurm		
Sojourner Truth		
Maria W. Stewart		
Frances Ellen Harper		

Research bibliographies, acquire pictures and make slides of individuals referred to as civil rights leaders as a class project. What were the differences and similarities in their approaches to dealing with the issue of human rights? Compare these approaches to the strategies of civil rights leaders during the twentieth century. Encourage the students to apply what they have learned to their school and community environment. (S)

(E) indicates instructional activity for grades 1 through 6.
(S) indicates instructional activity for grades 7 through 12.

Use picture books that illustrate life followed by a discussion and explanation of the geography, climate, culture, food and people. (E)

Tell the story of Crispus Attuck's role in the Boston Massacre, leading into a discussion of the American Revolution and Afro-American contributions to the defense of this country in subsequent wars. (E)

Arrange a field trip to a historical site, local museum, library, or to Afro-American collections of art and artifacts, etc., with discussion of what was observed and its significance. (E)

Illustrate and explain the oral tradition in African societies and the role of the griot as the village historian. Prepare a facsimile of this oral tradition by recording children's impressions of their home life, holidays, food, and personal experiences. This may be used to begin an oral history library. (E)

Read, show films and filmstrips, play records, telling African and American folktales. Discuss and compare the stories and characters. (E)

Assign a group of students a war in American history, and see if they can find information on blacks' involvement from the Revolutionary War through the Viet Nam War that would contribute to a library information center on black history and culture. (S)

Discuss a television play or motion picture students have viewed in which black actors dramatize fictitious characters. Have the students retell the story and tell why they felt the characters were portrayed realistically or unrealistically. (S)

Conduct a Hall of Fame election after students have been assigned various research projects on Afro-American mathematicians and scientists such as Benjamin Banneker, George W. Carver, Elijah McCoy, Granville T. Woods, Jan Matzelinger, Dr. Charles R. Drew, and others. (E) (S)

Write an editorial on such events as the Watts Riot of 1965, the decision of Brown vs Board of Education, assassination of Malcolmn X, the Nat Turner Rebellion and other important historical events dealing with black men and women.

Prepare a collage of famous Afro-Americans and display students' individual work throughout the school to create the atmosphere of celebration. (S)

Prior to the beginning of classes, recognize each day of Black History Month by a recitation over the loudspeaker of poetry, playing of music, or a quote made famous in black history. (S)

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Afro-American Achievements in Music

Objective: To trace and demonstrate the continuity of African heritage and black American music, analyzing its role in Afro-American and Western culture.

Did You Know?

Some of the principal instruments developed in Africa were the drum, flute, guitar, harp, xylophone and zither.

The drum was the most important instrument of communication in Africa and was taken away to hinder attempts by slaves to organize and rebel.

Ibo Equiano, one of the first Africans to write in English once wrote during the 18th Century: "We are almost a nation of dancers, musicians and poets. Thus every great event...is celebrated in public dances which are accompanied with songs and music suited to those occasions."

The Pinksters Day Celebration was the most prominent and traditional celebration of Northern slaves, with African dance, singing and storytelling. It is one of the festivals that helped keep African culture alive in America.

"Ernestine," a comedy in three acts and "La Chasse and the Anogymons Lover" were written and produced by Le Chevalier de Saint-Georges, a black man who also published two other musicals: "La Tille-Garcon" and "Le Marchand de Marroni."

"Cloudy," an operetta, and "On Emancipation Day" and "That's How the Cakewalk's Done" were written by a black composer named Will Marion Cook. Some of his most popular compositions were "Swing Along," "Rain Song," "Exhortation," and "Wid de Moon, Moon, Moon." He also completed a St. Louis musical drama in 1935.

During the 1920's, many Harlem artists had "rent parties" where friends came to listen to poems, music or a new short story. The money given on the way out helped pay for the party and rent while blacks were able to hear and enjoy the work of black artists.

Lionel Hampton, famous band leader and jazz musician, introduced the vibraphone during the late 1940's and 1950's, the era of "big band music."

Otis Blackwell, a black man, wrote "Return to Sender," "Don't Be Cruel," and "All Shook Up." These were hit records recorded by the late Elvis Presley.

At the age of 64, Ella Fitzgerald is still considered one of the greatest jazz singers and is best know for her "scatting."

Instructional Activities:

Show slides, pictures, and films to illustrate and motivate discussion about early African instruments such as the gourd rattles, iron bells, bata drums. After the students listen to the various sounds of each instrument, discuss the relationshop of these early instruments to such modern ones as the maracas, Euro-American triangle and the bongos. (E) (S)

Describe instruments and have students imitate how they are played. Identify at least three black musicians associated with each instrument. (E)

Have the children learn and sing work songs (i.e., "John Henry," "Deep River"), gospels and spirituals (i.e., "Swing Low Sweet Chariot"). Discuss the meaning and purpose of these songs during the period in which they were sung. (E)

Have the students research, disseminate and critically discuss the biographies of famous musicians such as James Bland, Dean Dixon, Billie Holiday, James Brown, Hugh Masakela, Duke Ellington, Paul Robeson, Lena Horne, Mahalia Jackson, and the era in which their music became renowned. (S)

Arrange listening periods throughout the week so that children may identify various types of music (I.E., reggae, jazz, gospel, rhythm and blues). While listening ask the students to clap to the rhythms and beats and identify the various instruments. Suggest students bring in their own records or secure records from their school library to classify the various types of music. (E) (S)

Prepare for a school assembly in which the students participate in the creative and performing arts to demonstrate some of the following types of music. (E)

Rhythm and Blues	"Rapper Music"	Jazz
Reggae	Blues	
Dixieland	Gospel	

Allow students to make drums, rattles and paper mache' tamborines, using simple materials such as bottle caps, hangers and tin cans. Discuss how Africans first made their instruments from materials in their own environment. (E)

Teach children the black national anthem, "Lift Every Voice and Sing," explaining that a black man, James Weldon Johnson, wrote it and discuss its meaning to Afro-Americans in comparison with other national anthems. (E)

Create picture cards of famous Afro-Americans in music and cut them into pieces to make puzzles for children to assemble. (E)

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Afro-American Achievements in Politics

Objective: To show historical involvement and contributions of Afro-Americans in the political arena and the impact of black leadership throughout various periods in history.

Did You Know?

Nefertiti, an African queen, ruled with her husband for 25 years during the 16th century. She shared equal responsibility for the decision-making and oversaw many of Egypt's greatest shrines.

During the Reconstruction Period, 22 blacks served in Congress from 1870-1901, and many held municipal and state offices. Most appointed officials were males, very few were females.

During the 1870's, the unity of black and white farmers (Populists Movement) led to the election of many local, state officials, and was instrumental in winning the presidency for the Democratic Party in 1896.

Mary McLeod Bethune was appointed Director of the Division of Negro Affairs of the National Youth Administration by President Franklin D. Roosevelt in 1936. She was one of the most influential black women in the United States for more than three decades.

Crystal Bird Fauset's election to the Pennsylvania State Assembly in 1938 marked the first election of a black woman to a major public office in the United States.

Black codes were used as late as the early 1960's to prevent blacks from voting in some southern states. These codes were laws that promoted dual standards for whites and blacks. Literacy tests are one example of these codes.

Shirley Chisholm was the first black woman elected to Congress in 1968.

During the 1976 Presidential election, 81% of the black votes went to the Democratic Party. This vote gave the Democratic Party its margin of victory in 13 states.

On May 23, 1977, K. Leroy Irvis became the first black man to be speaker of a State House of Representatives in the United States. Representing a Pittsburgh district, he has served that body for more than 22 years and has sponsored more than 1300 pieces of legislation.

In 1981, more than 880 black women held elective offices.

In November 1981, Thirman L. Milner became Mayor of Hartford, Connecticut, the first black elected mayor in New England. His election occurred as a result of two primaries and over a 50% black voter turnout.

Instructional Activities:

Tell the story of three great African kingdoms (Ghana, Mali and Songhai); include their rulers and socioeconomic lifestyle. Have the children draw pictures of any one of the three kingdoms as they imagine it. (E)

Frederick Douglass once said, "The Republican Party is the ship. All else is the sea." Organize a debate using Frederick Douglass' statement. Explore the reason why blacks later left the Republican Party. (S)

Invite a historian to come in and discuss the mood of the black population upon Franklin D. Roosevelt's death, Eleanor Roosevelt's departure from the White House, and under the influence of the "black cabinet" (i.e., Mary McLeod Bethune). (E) (S)

Ask students to identify their local politicians with the aid of school personnel. Allow them to report who these politicians are, their racial/ethnic background and party affiliations. Generate a discussion around the reasons why there may or may not be a proportionate number of Afro-American representatives. (E) (S)

Generate a glossary of political terms such as redistricting, gerrymandering, proportional representation. Explain the reconstruction period: show and tell children about Afro-American politicians during this period of time. (S)

Divide the class into three groups. Each group will focus on one of the three periods below which describes the thrust of black political activity: (S)

- Pre-Reconstruction (i.e., Dred Scott Decision)
- Reconstruction (i.e., 1865 Civil Rights Act Amendment)
- Civil Rights (i.e., 1965 equal opportunity)

Have the students write and report on cases or issues that pertain to each and explain how they relate to the political environment during those periods. (S)

Organize a student panel discussion around two black codes, the grandfather clause and the white primary. Discuss the pro's and con's of each. (S)

Research Jesse Jackson's campaign to become President of the United States. Discuss the significance of his campaign as it relates to black politicians attempting to gain office, election procedures, and the importance of demographics, geographic location, and other relevant factors. (S)

Read stories about various well-known Afro-American politicians and let the students answer the question, "Who Am I?"; i.e., Barbara Jordan, Adam Clayton Powell, Shirley Chisholm, Hiram Revels. (E)

Resources:

Adams, Russell L. Great Negroes Past and Present. Chicago: Afro-American, 1964.

Clayton, Edward T. The Negro Politician: His Success and Failure, Chicago: Johnson Publishing Co., Inc., 1964.

Davidson, Basil. The Lost Cities of Africa. Little Brown: Boston, 1939.

Davis, Marianna E. (Ed.) Contributions of Black Women to America. South Carolina: Kenday Press, Inc., 1982.

Dubois, W.E.B. Black Reconstruction. Meridian, Cleveland, 1964.

Hamilton, Charles. Black Experiences in American Politics. New York: Putman, 1973.

International Library of Afro-American Life and History. Patterson, Lindsay. Pennsylvania: The Publishers Agency, Inc., 1979.

Introduction to Afro-American Studies. Experimental Fourth Edition. Illinois: Peoples College Press.

The Journal of Negro History, "The Negro in Present Day Politics with Special Reference to Philadelphia."

The Journal of Negro History, "The Negro in the Populist Movement." July, 1953.

Logan, Rayford W. The Betrayal of the Negro from Rutherford B. Hayes to Woodrow Wilson. New York: Collier Books, 1965.

Who's Who in Black America. Matney, William C. (Ed.) Illinois, 1981.

Williams, Chanellor. The Destruction of Black Civilization. Chicago: Third World Press, 1974.

Afro-American Achievements in Business

Objective: To discover and illustrate Afro-Americans' long history of involvement as business people and entrepreneurs.

Did You Know?

Many scholars agree that there was a large industrial population in Egypt even before 3,000 B.C. involving a clear-cut division of labor, efficiency in production and trade with tribes in Egypt and other parts of the world. Colorful artifacts made of gold and alabaster displayed in the King Tut exhibit are evidence of the high technology and production of that ancient civilization.

Paul Cuffee was a successful shipbuilder who accumulated an estate worth more than $20,000 during the 18th century.

Thomy Lafon (1810-1893) was a black philanthropist who made a fortune in real estate. His estate was valued at $600,000 at his death. A noted white author once noted that "Thomy Lafon, seeing not color nor sect in his love for mankind, distributed his life's earnings indiscriminately among black and white, Protestant and Catholic alike."

In 1850 Samuel T. Wilcox, a Cincinnati black man, owned a wholesale grocery that was the largest in the city.

Maggie L. Walker, a black woman, became the first black female bank president. She established the Saint Luke's Bank and Trust Company in 1903.

The period from 1913 to 1929 was known as the "Negro Business Boom." Some businesses such as The Harlem Stock Exchange in New York City, The African Steamship and Sawmill Company in New York, and the Inter-Colonial Steamship and Trading Company of New York were operating during that time.

Ernesta G. Procope is President of E. G. Bowman Insurance Co., Inc., one of the largest black-owned insurance firm in the country.

Inner City Broadcasting, located in New York City, is the largest black-owned telecommunication company in the United States. The Company's primary investments are in radio broadcasting and cable television.

Charles Wallace is the President of the largest black-owned Petroleum Sales Company in the United States, Wallace and Wallace Enterprises, Inc. The Company is located in St. Albans, New York and accumulated sales in 1981 that totaled almost $82 million.

New York State's first black-owned rail transportation company, Mohawk and Hudson Transportation Systems, Inc. was established in 1979 by Ronald E. Crowd.

Afro-American Achievement in Business

Robert S. Abbott (1870-1940) A successful newspaper publisher, born in Georgia, learned printing at Hampton Institute and later studied law at Kent School of Law in Chicago. In 1905 he published the first issue of the Chicago Defender which became one of the most important newspapers in the United States.

John H. Johnson (1918-) An extremely successful publisher. He borrowed $500.00 in 1942 to publish a magazine, Negro Digest. Today Johnson's company also publishes Ebony, Ebony Jr., Jet, and Black Stars. The company also publishes books. In 1973 Johnson became the owner of a radio station in Chicago.

Charles C. Spaulding (1874-1952) Founded and built the North Carolina Mutual Insurance Company into a thriving enterprise. At his death the company had more than $200,000,000 in assets and policies.

William Leidesdorff (1810-1848) A ship captain, trader, merchant, American diplomat and city treasurer of San Francisco. He acquired great land holdings and when he died, he left an estate of $1,500,000.

Arthur G. Gaston, Sr. (1892- ?) In his youth, he worked for $3.00 a day but through his own efforts he became president and owner of at least seven different companies and corporations in Birmingham, Alabama.

Instructional Activities:

Encourage the students to present information utilizing pictures, collages, poetry and essays on the self-employment and entreprenuership of blacks during the following time periods: (S)

- Ancient Africa - Three Kingdoms (Mali, Songhay, Timbuktu)
- Independence - Civil War
- Reconstruction - WW II
- Era of New Technology - present

Assign the students to survey their local community for the types and numbers of black businesses, report their findings and discuss why the statistics may illustrate the conclusions that are formed. Obtain assistance from the guidance department and invite business executives or entreprenuers to speak. (S)

Assign students to research some of the following successful black businesses and provide information on how they operate. Where possible, role play the owners--revealing the circumstances of their lives, how they started their businesses and something about what the businesses sell and how they operate. Some of the most successful black businesses today are: (S)

Freedom National Bank (NY)
Fedco Foods (NY)
Inner City Broadcasting (NY)
Tuskeegee Federal Savings and Loan Association (AL)
North Carolina Mutual (NC)
United Mutual Life Insurance (NY)
Family Savings and Loan Association (CA)
Motown Records (CA)
Johnson Publishing (IL)
Dick Girdon (NY)
H.J. Russell Construction (GA)

Set up a school display of brochures, pamphlets, articles, etc. on black businesses located in the community or nationally. Request assistance from your school and local libraries in obtaining these resources. (E) (S)

Invite a local black business executive to speak on the history of black economic development in the local area and career opportunities available. Ensure enough time for questions and answers. Contact your local Chamber of Commerce for assistance with bringing in speakers. (E) (S)

One of the early forms of business in th 1800's was journalism. Have the class look up famous black journalists such as Frederick Douglas (North Star) or Russwurm Cornish (Freedom's Journal). Ask the class to compare black involvement in this area today, by identifying black publishers and journalists such as: (S)

Gil Noble - producer, "Like It Is," (NY)
Pamela Johnson - publisher, Ithaca Journal (NY)
Earl Graves - publisher, Black Enterprise (NY)
Julia and Nathan Hare - publishers, Black Male/Female Relationships (CA)
Les Payne - editor, Newsday (NY)
Carl Rowan - journalist (syndicated columnist)
John Johnson - publisher, Ebony, Ebony, Jr., Jet (IL)

Read and discuss information on the "Negro Business Boom" (1913-1929) and the era of "black capitalism" (1955-present). Allow the students to compare the similarities and differences of these two periods. (S)

Create student scrapbooks that trace the historical development of Afro-Americans in different facets of business such as insurance, hair care, banking and retail sales. Display the scrapbooks as a schoolwide exhibit. Coordinate this activity with the school art program. (E)

Arrange for visits to black businesses in the local area. Have the students prepare questions beforehand on the planning, development and management of each business. Write thank you letters indicating some of the things that the students learned as a result of their visits. (E) (S)

Play a matching game with students, matching the product with the black business that made it famous; i.e., hair care product - Johnson Products, insurance - North Carolina Mutual and E.G. Bowman. (E)

Show pictures of Afro-Americans and have students identify them by name and accomplishments. As an exercise, ask children to identify these persons out of a group of 3 or 4 people. (E)

Resources:

Davis, Marianna E. (Ed.). Contributions of Black Women to America. South Carolina: Kenday Press, Inc., 1982.

Dubois, W.E. Burghardt. The Negro in Business. New York: AMS Press, 1971.

Dubois. W.E. Burghardt. The Philadelphia Negro. New York: Benjamin Bloom, Inc., 1967.

Franklin, John Hope. From Freedom to Slavery. 5th Edition, New York: Random House, 1980.

International Library of Afro-American Life and History. Patterson, Lindsay. Pennsylvania: The Publishers Agency, Inc., 1979.

Introduction to Afro-American Studies. Experimental Fourth Edition, Illinois: Peoples College Press

Jones, Edward H. Blacks in Business. New York: Grosset and Dunlap. 1971.

Katz, William. Eyewitness: The Negro in American History. New York: Pitman Publishing, 1967.

Locke, Alain, The New Negro. New York: Boni, 1925.

Pierce, Joseph A. Negro Business and Business Education. 1948.

Robinson, Louie Jr. The Black Millionaires. 1972.

Washington, Booker T., The Negro in Business, Chicago: Afro-American Press, 1969.

Who's Who Among Black Americans. Matney, William C. (Ed.). Illinois, 1981.

Woodson, Carter G. The Negro Professional Man and the Community. 1934.

Voices for Freedom and Equality

Frederick Douglass, President John F. Kennedy, and Dr. Martin Luther King, Jr. were outstanding orators and champions of equal rights. Have students read and discuss the following excerpts of speeches made by them.

"The Colored
Man...Is
a Rejected Man"

Frederick Douglass

Though the colored man is no longer subject to be bought and sold, he is still surrounded by adverse sentiment (unfriendly feeling) which fetters (restrains) all his movements...Let him do what he will, there is...no escape for him. The color line meets him everywhere...

In spite of all your religion and laws, he is a rejected man. He is rejected by trade unions of every trade, and refused work while he lives and burial when he dies; and yet is asked to forget his color and forget that everybody else remembers. If he offers himself to a builder as a mechanic, to a client as a lawyer, to a patient as a physician, to a college as a professor, to a firm as a clerk, to a government department as an agent or an officer, he is sternly met on the color line, and his claim to consideration in some way is disputed on the ground of color.

Not even our churches...have yet conquered this feeling of color madness, and what is true of our churches is also true of our courts of law. Neither is free from this all-prevading atmosphere of color hate...

...Everyone knows that what is called lynch law is peculiarly the law for colored people and nobody else...

...But this is not all. Even now, after twenty years of so-called emancipation, we are subject to lawless raids of midnight riders, who, with blackened faces, invade our homes and perpetrate (commit) the foulest of crimes upon us and our families...Thus in all the relations of life and death we are met by the color line. We cannot ignore it if we would, and ought not if we could. It hunts us at midnight; it denies us accomodation in hotels and justice in the courts; excludes our children from schools, refuses our sons the chance to learn trades, and compels us to pursue only such labor as will bring the least reward.

Frederick Douglass delivered this speech in 1883. Do you think it gives an accurate picture of Black Americans at that time?

"The Time Has Come for This Nation
to Fulfill Its Promise"

John F. Kennedy

This nation was founded by men of many nations and backgrounds. It was founded on the priciple that all men are created equal and that the rights of every man are diminished when the rights of one man are threatened...

It ought to be possible...for every American to enjoy the privileges of being American without regard to his race or color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the nation in which he is born, has about one-half as much chance of completing high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning $10,000 a year, a life expectancy which is seven years shorter, and the prospects of earning only half as much...

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities...

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression, and this nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home; but are we to say to the world and, much more importantly, to each other that this is a land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or caste system, no ghettos, no master race except with respect to Negroes?

Now the time has come for this nation to fulfill its promise.

President John F. Kennedy delivered this speech in 1963. What did Kennedy mean by saying that "the time has come for this nation to fulfill its promise?" Do you agree with President Kennedy's argument? Why or why not? If you had been a black soldier in World War II, how would you feel about returning home to face discrimination? Would you want to see some changes made?

"I Have a Dream"

Martin Luther King, Jr.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama...will be transformed into a situation where little black boys and black little girls will be able to join with little white boys and white girls and walk together as sisters and brothers...

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring."

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous peaks of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Martin Luther King, Jr. delivered this speech in 1963. What are your feelings after reading these passages? Do you think they provide an effective argument for equal rights? Explain.

Why do you think many white persons took part in the civil rights demonstrations of the 1960's?

WHO AM I QUIZ

1. I worked with Thomas Edison to improve the electric light bulb and with Alexander Graham Bell to make the patent drawings for the first telephone.
   Who am I? _____

2. I was the first man to reach the North Pole where I placed an American flag.
   Who am I? _____

3. I discovered a way to separate plasma from blood and store it. I established blood plasma banks in England and in the U. S. Who am I?
   _____

4. I built the first clock to be made in America. I helped plan the city of Washington, D. C. Who am I? _____

5. I received 3 gold metals in 1936 at the Olympic Games in Berlin, Germany.
   Who am I? _____

6. I became the most famous conductor for the underground railroad and led more than 300 slaves to freedom. I am also known as "Black Moses." Who am I?
   _____

7. I performed the first successful operation on the human heart in 1893. Who am I? _____

8. My inventions, the first traffic signal and the gas mask, helped save many lives. Who am I? _____

9. I started a school for blacks in Daytona, Florida. The school grew and was later combined with a boy's college and named Bethune-Cookman College. Who am I? _____

10. I am best remembered for my speeches against slavery. These speeches helped convince men of good will of the evils of slavery. Who am I?
    _____

11. I am the first black to attend the University of Mississippi. Federal marshals excorted me to classes. Who am I?

_____

12. I am remembered for my work done at Tuskegee Institute in pointing the way to progress for Blacks through education and industry. Who am I?

_____

13. I am the first black member of the Supreme Court. Who am I?

_____

14. I have served as the Attorney General of the State of Massachusetts and I was a Senator in the U. S. Senate from Massachusetts. Who am I?

_____

15. I was one of the first to die in the American Revolution. Who am I?

_____

16. I am a scientist who made many products from the peanut. Who am I?

_____

17. I write a syndicated column that appears in newspapers throughout the country, I have been an ambassador to Finland and a Deputy Assistant Secretary of State for Public Affairs. Who am I?

_____

18. I dedicated my life to bringing equal justice to the poor people of this country. In 1968, I was killed by the very means I had worked to overcome--- hate and violence. Who am I?

_____

WORDS

WHO AM I QUIZ

Thurgood Marshall	Lewis H. Latimer
Dr. Martin Luther King, Jr.	Edward W. Brooke
Carl T. Rowan	Booker T. Washington
Crispus Attucks	James Meredith
George Washington Carver	Jesse Owens
Frederick Douglass	Harriett Tubman
Dr. Charles R. Drew	Garrett A. Morgan
Dr. Daniel Hale	Matthew Henson
Benjamin Banneker	Mary McLeod Bethune

KEY

WHO AM I QUIZ

Lewis H. Latimer

Matthew Henson

Dr. Charles R. Drew

Benjamin Banneker

Jesse Owens

Harriett Tubman

Dr. Daniel Hale

Garrett A. Morgan

Mary McLeod Bethune

Frederick Douglass

James Meredith

Booker T. Washington

Thurgood Marshall

Edward W. Brooke

Crispus Attucks

George Washington Carver

Carl T. Rowan

Dr. Martin Luther King, Jr.

AFRO-AMERICAN HISTORY HIGHLIGHTS

Fill in the Blanks

1619 The first Africans brought to the American colonies arrive in Virginia as indentured _____

1662 Virginia passed a law making blacks _____ instead of servants.

1776-1781 About 5,000 slaves were given freedom for fighting for the colonies in the Revoluntionary War. About one-sixth of the American population at this time was black.

1791 Eli Whitney invented the _____ which expanded the demand for slaves.

1831 _____ led a slave rebellion, in which sixty whites and more than a hundred blacks were killed in Virginia.

1847 Frederick _____ a former slave, began publishing the North Star, an abolitionist newspaper.

1849 Harriet _____ escaped from slavery. Later, she led more than 300 slaves to freedom.

1852 Harriet Beecher Stowe wrote _____.

1862 _____ wrote the emancipation proclamation, freeing all slaves in the South.

1868-1876 During reconstruction, blacks held high political offices in many southern states.

1881 Tennessee's railroad segregation law marked the beginning of "Jim Crow" - legal discrimination against blacks in the south.

1890 Mississippi passed a law imposing voting restrictions on blacks. Other southern states followed.

1901 The "Reign of Terror" against southern blacks reached its peak, with 105 lynchings in this year alone.

1905 Twenty-nine black intellectuals led by Dr. W.E.B. _____ organized the Niagara movement, demanding an end to all racial discrimination.

1910 The NAACP was founded in New York.

1940 Dr. Charles Drew discovered blood plasma and the technique of storing blood, a discovery that has saved millions of lives.

1947 _____broke baseballs' "Color Line."

1954 The U. S. Supreme Court declared that "Separate, but Equal" education for blacks and whites was unconstitutional.

1955 A bus boycott led by _____ in Montgomery, Alabama, opened a decade of civil rights activity.

1964-1968 New civil rights and voting rights laws marked the beginning of the end for "Jim Crow" in the South, while militant "Black Power" groups gained many followers.

1964-1968 Change brought about violence. Civil rights activitists were murdered, while riots broke out among blacks in many northern cities.

1968 _____of New York became the first black woman elected to Congress. _____ of Massachusetts became the first black U. S. Senator since reconstruction.

1971 People united to save humanity was organized by _____.

1973 Black mayors were elected in Detroit- _____, Atlanta- _____, Los Angeles-_____and other cities.

1974 _____ broke Babe Ruth's all-time home run record.

1974 _____ became world heavyweight champion for the second time.

1976 Roots, a book by _____ told the story of the author's family from its origin in Africa, making both blacks and whites more aware of black American history.

1983 Law establishing the first national holiday for a black American in honor of _____ was enacted.

1983 _____ became the first black astronaut to fly in space.

1984 _____ became the first serious black candidate for the Presidency of the United States.

WORDS

AFRO-AMERICAN HIGHLIGHTS

Uncle Tom's Cabin

Servants

Jesse L. Jackson

Edward W. Brooke

Guion S. Bluford

Nat Turner

Cotton Gin

Alex Haley

Jackie Robinson

Abraham Lincoln

Coleman Young

Slaves

DuBois

Martin Luther King, Jr.

Hank Aaron

Tom Bradley

Tubman

Maynard Jackson

Muhammad Ali

Douglass

Shirley Chisholm

KEY

AFRO-AMERICAN HIGHLIGHTS

Servants

Slaves

Cotton Gin

Nat Turner

Douglass

Tubman

Uncle Tom's Cabin

Abraham Lincoln

DuBois

Jackie Robinson

Martin Luther King, Jr.

Shirley Chisholm

Edward W. Brooke

Jesse L. Jackson

Coleman Young

Maynard Jackson

Tom Bradley

Hank Aaron

Muhammad Ali

Alex Haley

Martin Luther King, Jr.

Guion S. Bluford

Jesse L. Jackson

Due to historical reasons, black Americans found it necessary to publish newspapers and magazines that better represent the black prespective. Some of the magazines of national scope and newspapers published in North Carolina are listed below.

Magazines and Periodicals

Black Collegian

Black Enterprise

Black Family

Black Scholar

Black Stars

Crisis (NAACP)

Ebony

Ebony Jr.

Essence

First World

Freedomways

Jet

Journal of Negro History

North Carolina Newspapers

Carolina Times
Durham

Charlotte Metrolinian
Charlotte

Chronicle
Winston-Salem

High Point Herald
High Point

Peacemaker
Greensboro

Star of Zion
Charlotte

The Carolinian
Raleigh

Wilmington Journal
Wilmington